

THE DEVELOPMENT AND IMPLEMENTATION OF LESSON PLAN IN THE TEACHING OF ENGLISH AT SMA AR-ROHMAH

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ABSTRACT

The research analyzed the development and implementation of lesson plan in the teaching of English at SMA AROHMAH DAU. The research expounded the process and steps in developing lesson plan and the difficulties faced by teacher in implementing the lesson plan in the process of teaching and learning activity. The subject of this research were the first-class English teacher at SMA AR-ROHMAH DAU.

The objectives of the research are to investigate how the English teacher develops the lesson plan and to investigate the difficulties faced by the English teacher in implementing the lesson plan. The method of the research is qualitative to analyze the data. The technique of collecting data is documentation studies and interview with the first-class English teacher and interview the teacher with some questions.

The findings of the research indicated that, firstly, the first-class English teacher has some steps to develop lesson plan. Those are identifying the learning objectives, planning the specific learning activities, planning to assess student's understanding, planning to sequence the lesson in an engaging and meaningful manner, creating a realistic timeline, planning for a lesson closure, modifying the used teaching-method, combining the motivation section inside, maximizing the sophisticated technology toward the implemented lesson plan, and evaluating the process of implementation of lesson plan. Second, the difficulties faced by the teacher in implementing the lesson plan are controlling the students, measuring the quality of the student's capacity, noisy condition and lack of time that tend to happen when the process of teaching-learning activity has been done yet.

Keywords: Teaching of English, Lesson Plan, Development, Implementation.

1. INTRODUCTION

The global expansion of English language learning necessitated the creation of effective instructional approaches. The requirement for effective teaching tactics, including strategies to motivate students, has been incorporated into educational models for English language instruction. As the country's cultural and socioeconomic complexity increases, educators and school administrators must recognize that people from different cultures learn in unique ways, employ unique intelligences, and place a

premium on unique aspects of the educational model.

Cooperative learning strategies have been suggested as a way to accommodate significant differences in the learner population. Understanding individual differences in cognitive processing and their implications for curriculum development, instructional processes, and the overall teacher/student interaction is one of the primary challenges facing educators today (Herrold, 2017).

A lesson plan is an important component that English teachers must take into account. It acts as a guide to ensure that teachers' instructions result in the desired outcome. Additionally, it incorporates objectives, themes, materials, time allocation, level, method of assessment used, activities, and the manner in which the assessment is conducted.

Research has established that planning skills are an essential element of successful education. A well-planned program develops students to their full potential in the time available and promotes student achievement. It also assists teachers in meeting the essential elements of good teaching, such as shaping the space, time, and learning they share with students (Brown, 2001).

Lesson planning becomes a significant indicator of a teacher's ability. A teacher who demonstrates pedagogical and professional competence is capable of achieving the desired learning outcomes. Despite this, lesson planning is frequently overlooked, underutilized, misinterpreted, or executed poorly. According to Hafid (2017), some teachers consider that lesson planning as a collection of more or less interesting ideas. Others view lesson planning as a worksheet, a manual, a textbook, or a school activity.

Similarly, the previous research has revealed that a large proportion of teachers lack effective lesson planning skills. For instance, (Sucuoglu, 2017) reports that 65 percent of 130,000 EFL teachers still lack proficiency in lesson preparation. He mentions how many teachers create ineffective lesson plans. Sucuoglu explains that the majority of teachers are preoccupied with lesson planning. On the other hand, beginning teachers frequently express concern that lesson planning takes too long because there are too many variables to consider.

When the boring condition occurs during the course of teaching in the classroom, experienced teachers tend to make a note of it. In summary, Sucuoglu's research in China demonstrates unequivocally that many teachers lack adequate professional and pedagogical skills. As a result, they do not view lesson planning as the final stage in increasing the effectiveness of teaching and learning.

Considering the apparent deficiencies in teachers' lesson planning skill and research on lesson plan has not been well developed, according to Sukirman (2014) the subject comprehension and pedagogical

skills of Indonesian education and science teachers are considered to be at a low level. In order to change this situation, some universities and schools have begun to implement collaborative activities under the aegis of Indonesian Marine Science and Techno Park (IMSTEP). The recipient institutions under IMSTEP were the Faculties in UNY, the Indonesia University of Education (UPI) in Bandung and the State University of Malang (UM).

Furthermore, the researcher in this research tries to reinvestigate the various problem on developing the lesson plan and expound deeply the problem on when the teacher implements the lesson plan in the class. This research takes place setting in one of the secondary schools in Malang.

2. RESEARCH METHOD

In this research, the writer used descriptive qualitative research that focuses on the teacher's strategies on English teaching in the context of lesson plan. It describes the technique used by the teacher in SMA Ar-Rohmah at one of senior high schools at Malang. Qualitative research is used to describe and analyses the abilities, forms, uniqueness, variations of words produced by teachers in the process of teaching-learning in the classroom.

In this research, the researcher chooses SMA Ar-Rohmah as the location of research through lesson plan. The English language lesson program is a study program that teaches students about the use of English for academic or teacher of English purposes so that this study program is perfect for students who are interested in studying English language.

Data source is a person, something, or a place that provides information related to research. Meleong (2008) states that the primary data sources in qualitative research is words and actions. Furthermore, it is additional data such as documents and other. The primary data sources in this research were English lesson plan of first class and the interview with the teacher at SMA AR-ROHMAH DAU. The interviewed teacher has a long experience in teaching, he has been teaching in these seven years. He also joined many trainings of teaching, one of them is Peningkatan Guru Bahasa Inggris tingkat SMA which is held by Diknas Malang.

In this research the data was collected using observation, interview, and documentation. Observation is an activity where the researcher usually records and make sense of information based on the real situation by using the visual sense. In observing process, the researcher who also become an observer has three possible roles like what stated by (Creswell J. W., 2012).

The researcher employed two distinct observation roles during this research's observation technique. The first role is that of the participant observer. The researcher visited the school and observed the teaching and learning processes in action. The second role observation is that of a non-participant; the researcher collects observational data in an unobtrusive manner. This method of data collection results in a comprehensive record of the communication. The researcher provides some question and interviews the teacher about the development and implementation of lesson plan in teaching of English at SMA AR-ROHMAH DAU.

For a study, interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone. Interview used to gather data from people about opinions, beliefs, and feeling about situations in their own word. It means that process of getting data by collecting the data from people, and it uses some question that relate to the research problem (Ary, Jacobs, Sorensen, & Razavieh, 2010).

The researcher interviewed the teacher who also becomes Vice Principle of Languages. In the process of interview, it is recognized that the teacher has been teaching for seven years. There are many developments of lesson from year to year. It needs

developed skills and understanding to create a better lesson plan. The researcher provides eight questions that is developed as teacher's answer. The question guide in the interview starts from the opinion of teacher related to lesson plan, development method and the problem or difficulties in implementing lesson plan in the process of English teaching in the class.

Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspaper, minutes of meeting, personal journals and letter (Creswell J. W., 2012).

In this research, the researcher collects some documentation to collect data to be analyzed. The documentations in this research consist of lesson plan documentation of first class SMA AR-ROHMAH, picture, and recording of interview. The process of collecting the documentation of data is conducted to distinguish the methodology in this part.

The term "data validity" or "findings validity" refers to the researcher's assessment of the findings' accuracy or believability using techniques such as member checking or triangulation (Creswell J. W., 2012).

The researcher in this study commits the data validity in order to ensure that the data collected through multiple processes is truly accurate. The researcher was present in the classroom to ensure the authenticity of the data about the development and implementation of lesson plans during the teaching and learning process.

3. FINDINGS

At development stage, To analyze the preparation and the process of developing lesson plan, the researcher analyzes to investigate the Rencana Pelaksanaan Pembelajaran (RPP) which is created by the teacher of first class. After analyzing, the researcher interviews the English teacher of the first class. By investigating the RPP of English first-class teacher, it is found that the RPP which is created and implemented by the teacher is compatible in use of teaching process in the classroom.

After analyzing the RPP, The researcher presents the result of interview which is conducted to investigate the process of how an English teacher develop the good lesson plan and the difficulties faced by the teacher in implementing the lesson plan in the classroom.

In this case, the researcher explains the teacher's steps of process in developing a good lesson plan. As the following result of interview which is conducted by the English teacher of first class at SMA AR-ROHMAH DAU on 7th of June 2021. To make the

research easier to understand the exposure to this research data, the research data exposure will be presented in the following sub-discussion form:

Transcript of recorded interview 1: Definition

“Firstly, we should try to discuss of what the lesson plan is. Lesson plan is one of the important instruments when the teacher would like to teach the teacher in because of without lesson plan, I think there is no any kinds of scenario. there is no planning in the means that it is to improve the student’s achievement. For example, because my focus is in English teaching so that every topic has their own characteristics based on the topic.”

Transcript of recorded interview 2: The importance of lesson plan

“Lesson plan is the crucial important thing to have to implement in the classroom when teaching the students because without lesson plan I think the teaching process in the class will be nothing or nonsense. Teaching students should involve the students by the techniques itself because without technique, without topic, and also the environment, the student’s thinking or the student’s achievement will not be balanced. Something like that!”

Transcript of recorded interview 3: How to develop English lesson plan

“That I have already spoken to you just now. Looking in to the environment of the school and then the target of the students. There many ways of method in developing lesson plan in teaching English language. In my experience, those are: identify the learning objectives, plan the specific learning activities, plan to assess student understanding, plan to sequence the lesson in an engaging and meaningful manner, create a realistic timeline, and plan for a lesson closure. Then we can modify the teaching method like cooperative learning in teaching, combine the motivation section inside, maximizing the sophisticated technology toward the implemented lesson plan. Lastly, as a teacher do evaluate the process of implementation of lesson plan.”

Transcript of recorded interview 4: The most used teaching method by teacher in the classroom

“The most appropriate method is that I used is that cooperative learning. And also, here is going to discuss much about the reason why I mostly often

used this method is because now talking about education, I think we also talk about the curriculum of education itself. Now Indonesia has already applied the newest curriculum that focused on the students centered, based teacher-centered. It means that the teacher becomes the facilitator as the teacher teaches what the students’ needs, and the teacher does not teach the whole thing of the certain topic but the teacher teaches what the students’ needs. It means that the most active in the class is not the teacher himself/herself but the students themselves. This the reason why it is called by student-centered. Not teacher-centered. It is really different with KTSP curriculum. KTSP uses teacher position as the center of learning and teaching process. That style is commonly called by ceramah style that teacher talk loud and talk much dominating the classroom. I have a reason why I used most cooperative learning because I want the students more active than me, and I as the facilitator., I only explain what the students’ problem or needs. For example, the student ask about grammar, so I answer based on the question of my student. And also, by the cooperative learning. The emotional relationship between teacher and student are so close. To give a good character educational building, I invite student to have a critical thinking, teamwork, then I as the teacher just control the process of learning-teaching process in the class by this case, it can be known whether the students focus on the teacher, or just focus to the smartest student in that group. Because, commonly I divided into several groups in certain topic, then sometimes I used presentation method.

To discuss the difficulties faced by the English language teacher in teaching of English, the researcher provides the data result of interview with the teacher that he is also becoming the Vice Principle of languages of SMA AR-ROHMAH DAU. In the consonance with the interview, after analyzing the lesson plan which he used, the researcher finds some difficulties that influence to achieve the encouragement of students through the lesson plan. Therefore, the researcher provides the transcript of the interview as follows:

Transcript of recorded interview 5: Teaching method related to implement the lesson plan

Mainly and mostly, I used cooperative learning. And I also used most mix method like utilizing sophisticated technology, like blended learning, several platforms, several applications that encourage the students' performance in English language comprehension particularly in speaking, grammar. Some application like quillbot, skype, google classroom, google meet, zoom meeting. Without engagement with sophisticated technology, I think it will be nothing. So now in the 21st century we can neglected by the name of sophisticated technology. So, willy nilly, like or not, we need to involve in that technology development. Therefore, I should combine the LCD projector, platform or application, online game. Those are used to encourage the students' performance in the class in order to avoid, boring condition of the students"

Transcript of recorded interview 6: The difficulties in Implementing the lesson plan in the classroom

"The most difficulty I often face is to control the students whether the answer of the question is oral or originally by the students in a group or one by one. Inexact measuring the authentic quality of the success teaching goal or the duplicated by the existence of the internet itself by the student or the duplicated by the existence of the internet itself. So, for example, the students search in google. To control the students is really difficult. To determine by cooperative learning, it will be able to avoid the noisy situation of the students in the class. Then, timing in English teaching sometimes is lack than enough. But in this case, it is still based on the topic given from lesson plan. For example, when we discuss about grammar. It often takes much time. So, I just fight the time as a knight in education, but at the same time, it still takes more time than in the schedule procedure."

In this research, based on the interview between the researcher and the English teacher of SMA AR-ROHMAH DAU, the researcher has found that cooperative learning in teaching method is the most suitable one to be applied in the classroom because it refers to the update teaching method that today—in the 21st century, has been developed as the centered-student as the most active one is effective to get the goal of lesson plan.

Transcript of recorded interview 7: Solution to overcome the difficulties in implementing lesson plan

"Utilizing the sophisticated technology is one the effective ways to over those kinds of problem or difficulty. In this digital era, sophisticated technology becomes the most alternative way to support the learning and teaching process in the classroom. For example, to submit the assignment of the student, it can be more effective. As the teacher, it doesn't mean that it is just to be a facilitator but also become a role model and also motivator for the students. This can be the reason why I not only give material explanation in teaching but also motivation to build up their spirit. After that, we evaluate the time, is it effective method in implementing all of the lesson plan, one of the is used the technology to evaluate."

Transcript of recorded interview 8: Advantages and disadvantages of cooperative learning in implementing the lesson plan in the classroom

"First of all, of course, it can build up and increase the students' awareness among the students in the classroom. To improve the compactness. To share every single student's perception in the context of critical thinking based on their quality therefore the debatable argument is served to find the best solution of discourse. To improve the emotional among the students, they can know the character and attitude from each other detailly."

The disadvantages in this implementing method are spending more and over provided time in the class. We cannot guarantee their authentic process. It can be because lack of my full controlling. This method is to measure the students' honesty of their original own answer."

In another side, there should be difficulties faced by every single English teacher when implementing the lesson plan in the class. In this consonance with, to implement the lesson plan in teaching method is not always easy, it means that there will always be some problems or difficulties. Those are:

1. Control the students whether the answer of the question is oral or originally by the students in a group or one by one,

2. Inexact measuring the authentic quality of the success teaching goal or the duplicated by the existence of the internet itself by the student,
3. Noisy situation of the students in the class. It also makes a trouble in the process of teaching,
4. Lack of time, timing in English teaching sometimes is lack than enough. But in this case, it is

4. DISCUSSION

In this research, the researcher finds that there several steps to develop the lesson plan executed by the first-class English teacher at SMA AR-ROHMAH DAU. After analyzing and discussing the RPP (lesson plan) for the first class, the researcher finds that to make a good developed lesson plan needs to do some processes.

Discussing about teacher preparation in reverse order of the lesson plan demonstrates that there are steps involved in creating a lesson plan. After analyzing the lesson plan and conducting an interview with the teacher, it is determined that the teacher should be aware of the students' needs. Additionally, the teacher selects an appropriate teaching method that is as current as possible. As a result, becoming a teacher as an instructor or facilitator who provides the lesson plan enables you to achieve your maximum goal target.

After the process above, the teacher could make the course outline according to the student's condition. So that both teachers and students can enjoy the ongoing learning. The process of developing a lesson plan can be a reflective exercise, leading the instructor to carefully consider his or her philosophy of teaching, why the course is important, how the course fits in the discipline, as well as what topics will be covered, when assignments will be due, and so on.

In this research, the researcher finds that the first-class teacher faced several difficulties in implementing the lesson plan in the teaching of English. The difficulties proportionally gives a crucial impact when the teacher implement the lesson plan which can alleviate the goal target of the lesson plan itself.

still based on the topic given from lesson plan. For example, when we discuss about grammar.

Based on the interview with the teacher, it has been found that the comprehensively in general conversation between researcher and the teacher, all of the difficulties above have been experienced by the teacher, those are bothering the process of teaching to get the goal target of lesson plan.

Furthermore, in the process of teaching and learning in the classroom, teacher does not always get into best application of lesson plan when transferring the goal of lesson plan target. This case is commonly happened because there tends to serve the uncontrolled problem, unconducive situation, low motivational learning in certain time. For this implementation section, teacher needs to have the best way to solve the occurred problem. According to the observation and interview with the first-class English teacher, there are four difficulties that challenge when doing the implementation of lesson plan in the classroom. Firstly, to control the students whether the answer of the question is originally by the students themselves or not—it can be in a group or one by one. It means that there would always be possibility to do cheating in the class without teacher's controlling.

Second, duplicating the existence of the internet itself by the student so that to measure the authentic quality of the success teaching goal through the student is critically difficult. The phenomenon of this statement is often occurred in today's generation which give impact of the difficulty for a teacher to evaluate the truly authentic of the students' capacity.

Third, noisy situation of the students in the class. It also makes a trouble in the process of teaching. This case extremely disturbs to the process of teaching in the classroom. The impact is that most student loss their concentration to the explanation of the lesson delivered by teacher, it can be even dangerously bothering the other students who intentionally focus to get study in the class.

Forth, Lack of time, timing in English teaching sometimes is lack than enough. But in this case, it is still based on the topic given from lesson plan. For example, when teacher deliver the discussion about grammar. Teacher tend to have a less time to give maximal understanding to the students, because the lesson theme such grammar really needs to have a

focus and hard thinking to receive the good comprehension.

5. CONCLUSION

This study examines how an English teacher develops lesson plan in teaching of English at SMA AR-ROHMAH DAU and the difficulties faced by the teacher in implementing the lesson plan at SMA AR-ROHMAH DAU. The researcher has concluded main conclusion of this study that can be explained as follows:

Firstly, the first-class English teacher at SMA AR-ROHMAH DAU do some processes to develop lesson plan in order to get a successful teaching in the classroom. It is important to be practiced when an English teacher want to implement the lesson plan in his or her classroom.

Second, there are some difficulties faced by the first-class English teacher when implementing the lesson plan in the class. Those are controlling the students, measuring the quality of the student's capacity, noisy condition and lack of time that tend to happen when the process of teaching-learning activity has been done yet.

Furthermore, in this research based on the discussion serves one of the most effective ways to overcome such problems or challenges is by evaluating the lesson plan and the result of its implantation. Then, building the strong motivation is that it can be analyzed which is not only teaching material reasons, but also motivating students to build up their minds.

The following suggestions are worth examining in light of the current issue, which is about the development and implementation of the lesson plan, as well as the above-mentioned discussion.

First, in terms of lesson plan development, it has been stated that the teacher encountered pressing difficulties in combining components of lesson plans into a scripted-lesson plan. As a result, English teachers' school associations at the school and regency levels should give training and development to English instructors to assist them in preparing lesson plans.

Second, it is suggested that English teachers consult the works of others published in various scientific journals, both printed and soft-copy files, in terms of the implementation of the lesson plan covering the objectives, contents, procedures, and evaluation as the teacher's assurance of the success of classroom instruction.

Third, in order to improve English teachers' mastery of lesson plan development and implementation, it is recommended that English teachers as individuals be willing to broaden their knowledge of lesson plan development and implementation by participating in lesson study activities, seminars, or workshops. Furthermore, it is recommended that the principal and supervisor supervise the teachers on a regular basis and provide direct guidance to help the teachers improve their professional and pedagogical competence.

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